K-2 Science Observation Rubric

Standards & Evidences	**1 Emerging** (Can do with much teacher guidance and prompting).	**2 Developing** (Some guidance is needed but can do independently as well).	**3 Using** (Can do consistently and independently. May need occasional prompting).	**4 Applying** (Can apply skills and/or concepts to new and/or different situations with little guidance).
Proposes Ideas and Explanations About Concepts being Learned (7.1d, 7.1e) Students can frequently re-state what they observed. Students are able to attempt explanat	Students can frequently re- state what they observed. Students are able to attempt explanations of observations with teacher prompting and questioning. With extensive prompting students are able to draw some conclusions based upon investigations and information gathered. Students may have a number of misconceptions about what was learned.	Students are able to move beyond restating what they directly observed by posing concrete ideas and explanations. Students may still need prompting and questioning to draw relevant conclusions about investigations. Students continue to have misconceptions but may begin to recognize and understand alternative ideas when prompted.	Students are able to propose more abstract ideas and explanations about what they observed. Students need less prompting and questioning to draw relevant conclusions based upon data and information gathered. Students may alter misconceptions and conclusions when confronted with new evidence or ideas.	Students propose abstract ideas and explanations about what they observed and investigated. Students can independently draw relevant conclusions based upon data and information gathered. Students can more independently revise misconceptions. Students begin to extend their ideas and explanations by posing “what if?” questions and can connect their learning to real life events and phenomena.